



IOWA DEPARTMENT OF EDUCATION COMPREHENSIVE SITE VISITS WITH A FOCUS ON EQUITY

Training for Districts and Schools 2009-2010

Changes to Note



1. One on One Interview with District Special Education Contact
2. Special Education District Developed Service Delivery Plan reviewed by Site Visit Special Education Cadre Member/DE Staff
3. Special Education and Collaborative General Education Teacher Interview
4. Interview with School Advisory Committees
5. Accreditation Statement in Cover Letter
6. Required Questions: Title IIA, NCLB, Special Education Monitoring
7. Healthy Kids Act
8. Electronic submission of Selected Desk Audit Items

State Board of Education Mission, Goals, and Guiding Principles

Mission

Champion excellence
for all Iowa students
through leadership
and service.





GOALS

- All children will enter school ready to learn.
- All K-12 students will achieve at a high level.
- Individuals will pursue postsecondary education in order to drive economic success.

Guiding Principles



- All students can learn at a high level.
- Students respond best to challenging expectations
- Safety and respect are essential to student learning.
- Educators need ongoing support and professional development to improve student achievement.
- Improving student performance requires a broad constituency of support.
- A quality education system is essential to a successful democracy, lifelong learning, and a vibrant economy.

Purpose of the Equity Focus



To determine whether a school or school district is in compliance with federal and state civil rights requirements

To put the ALL in school improvement

To make recommendations for the purposes of improving equity-related practices above minimal compliance

To make Iowa schools welcoming, inclusive, and effective learning environments for all students

Chapter 12 Rule Interpretation Matrix

State Accreditation Rules

•Chapter 12 contains the state rules for accreditation of public and non-public schools/districts.

•Chapter 12 state accreditation requirements and rule interpretation can be found at:

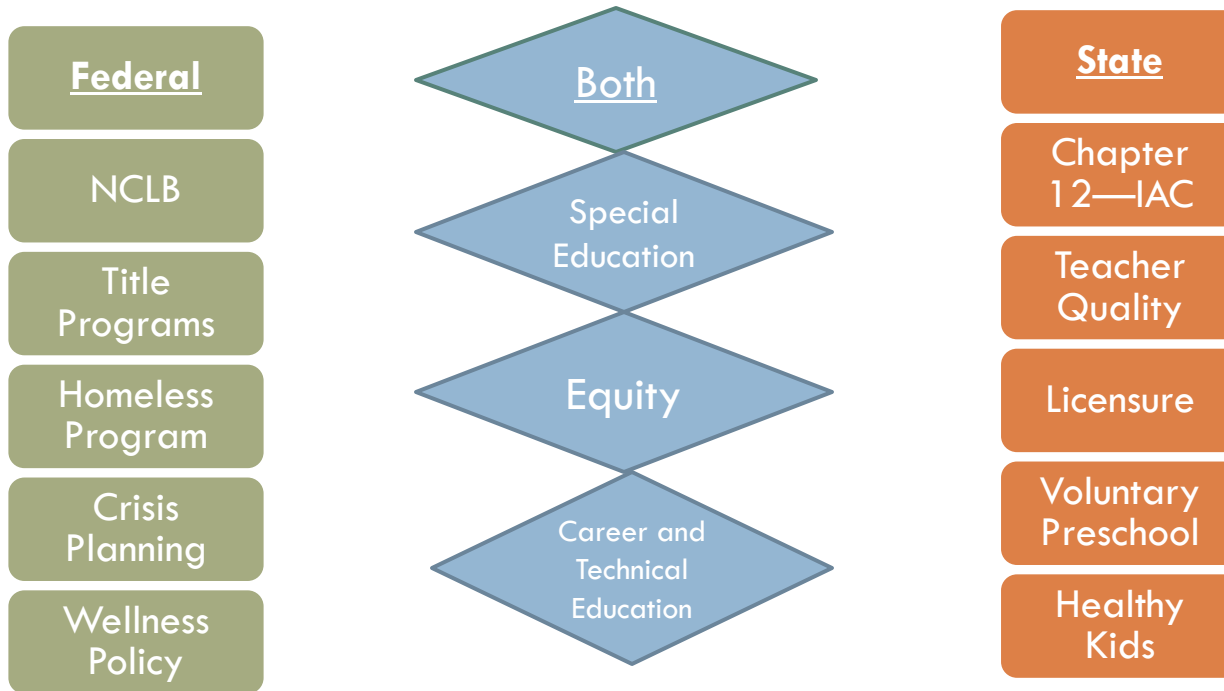
http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342

•Guidelines and technical assistance for implementing programs is available by topic on the Iowa Department of Education website.

<http://www.iowa.gov/educate/>

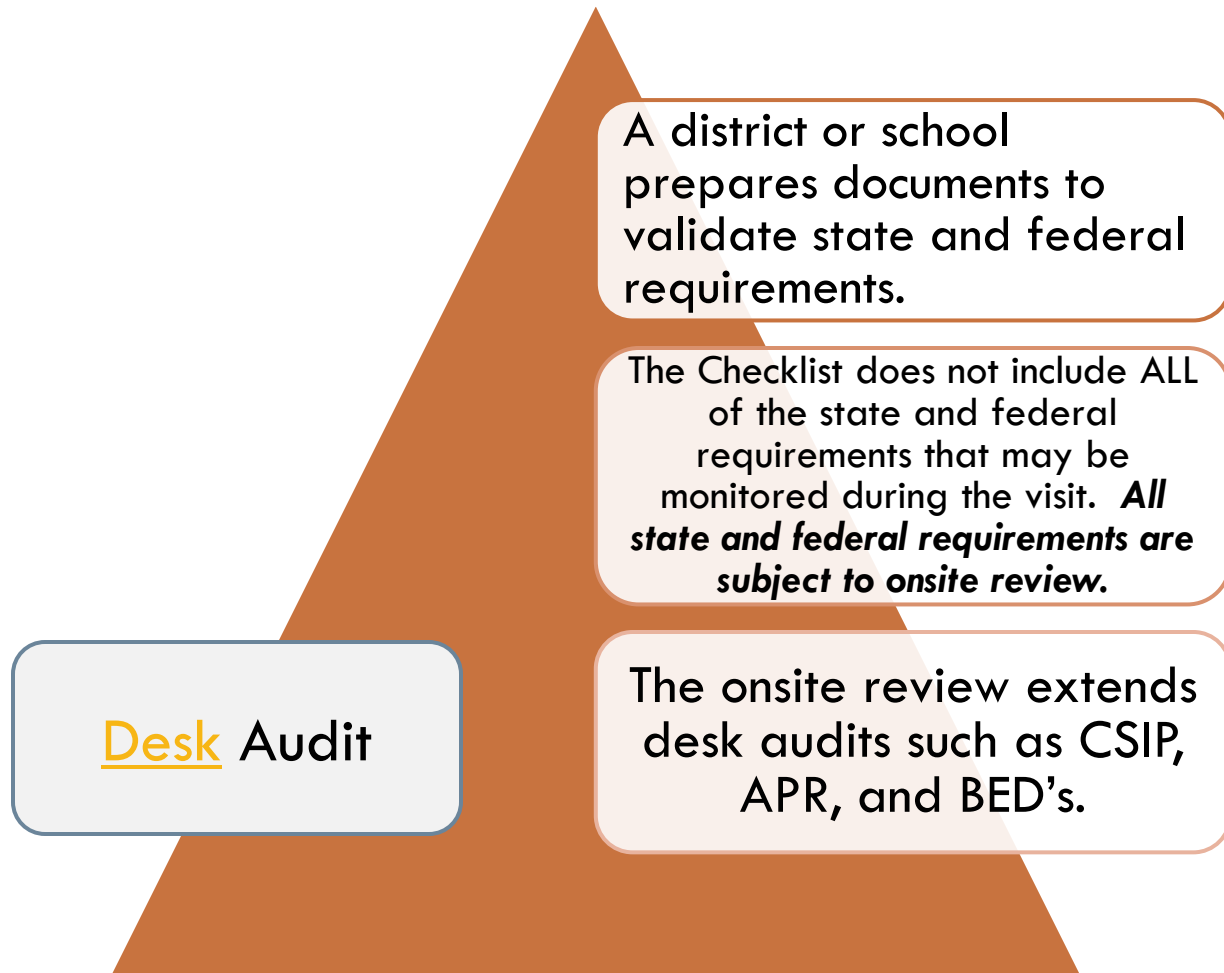


State and Federal Monitoring



Pre-Visit Preparation

Document Review Checklist



Desk Audit



Several documents previously reviewed on site during the site visit are now included within the “Desk Audit” section of the checklist.

- Board Policies
- Calendar
- Offer and Teach (through BEDS submission for Publics only)

Preparing for the On-site Visit



Documentation pertaining to all items **not submitted as part of the Desk Audit** should be made available in the site visit team's designated workroom for review during the site visit. It is expected the documentation be organized by using notebooks, folder, or other means coded by the item numbers/letters listed (e.g., 1a and 1b) in a way that is efficient for the school/district and easy to follow by team members.

Additional Equity Documents



Student, staff, and parent handbooks

Board adopted grievance procedure used for processing complaints of discrimination and harassment

Equal employment opportunity/affirmative action plan

Advisory committee membership lists by gender, racial/ethnic background and disability. (SIAC, CTE, EEO/AA/Equity/MCGF)

List of facilities with dates of initial construction, the dates of major renovation, the nature of the renovation, and the accessibility status

Additional Equity Documents



Agreement forms/contracts for worksite based programs

Initial student registration form and the ESL Plan

Job descriptions, employment application forms, and employee evaluation forms

High School Registration/Course Description Manual

Yearbooks and graduation awards program

Coaches/Activities Handbooks

Reporting Format



The Seven Themes of Improving Districts and Schools

- Vision, Mission, and Goals
- Leadership
- Collaborative Relationships
- Learning Environment
- Curriculum and Instruction
- Professional Development
- Monitoring and Accountability

Equity Report Format



Equity Policy and Process

Equity, School Improvement and the Educational Program

Physical Education, Extra-Curricular Activities and Athletics

Access, Integration and Inclusion

Support Services for Special Populations

Climate and Discipline

Employment, Personnel and Advisory Committees

District Overview Presentation

Where the district has been...Or PAST

- Student and staff demographics
- Seven themes of school improvement



Where the district is currently... PRESENT

- Highlights of district/school improvement should be shared with the site visit team.
- Is the district part of the Voluntary Statewide Pre-School Program?

District Overview Presentation

Where the district is going... **FUTURE**

- ☐ What progress has been made since the last site visit?
- ☐ How is the district/school ensuring the CSIP is a living document?
- ☐ What are the district's major equity issues?



Site Visit Schedule Overview

Schedules may be 2, 3, or 5 days in length, depending on the size of the district.

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342

- ❑ School/District Overview
- ❑ Document Review
- ❑ Interviews
- ❑ Team Dialogue

- ❑ Interviews
- ❑ Document Review
- ❑ Report Development

- ❑ Team Consensus Building
- ❑ Report Development
- ❑ Site Visit Highlights



Equity Interviews



- There will be one team member focusing on equity in each of the comprehensive visit sub-team interviews.
- The equity team leader will conduct the additional interviews needed for equity while the comprehensive visit sub-teams are conducting their interviews.

Selection of Interviewees

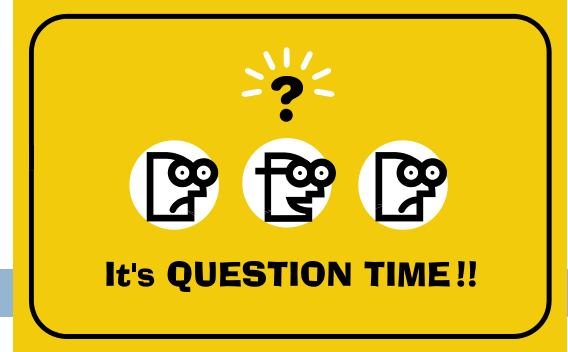


- Most interview groups should include PK-12 representation (teachers, parents/guardians, principals, learning support staff, etc.)
- Reflect gender balance, racial/ethnic diversity, and persons with disabilities in interview groups
- School Advisory Committees
- Schedule interviews in rooms other than the site visit team room whenever possible

PreK-12 Special Education and Collaborative General Education Teachers

- This interview is with a random sampling of special education teachers and general education collaborative teachers representing PK, elementary, middle school, and high school levels. *District enrollment will determine the number of interviews to be conducted.* **Please bring a copy of the new District Developed Service Delivery Plan to this interview.**

Interviews and Protocol



- ❖ The purpose of the interview is to gather and record information and to ask probing questions, when necessary.
- ❖ Assure interviewees confidentiality is a priority.
- ❖ After each interview, team members will have a brief conversation regarding the interview.

Guidance for Facilitators



- Welcome people to the interview. Remind them that this is one of ten site visits with a focus on equity.
- Remind interviewees that it has been about five years since the last site visit. The team interviews many groups of people to identify strengths, recommendations for improvement, and possible non-compliance. The focus is IMPROVEMENT.
- Confidentiality is a priority.
- Not every person must answer every question, yet the team expects to hear from every person at some point during the interview.
- Two written reports, one for accreditation and one for equity will be sent to the district within eight weeks. They will be public documents containing strengths, recommendations, and non-compliance. The reports should be used by the district in reviewing and revising its Comprehensive School Improvement Plan (CSIP).
- All interview questions should be answered.

Additional Interviews for Equity



Equity coordinator(s)

Guidance counselors

At-risk and homeless coordinator and nurses

Personnel and human resource director

ESL teacher(s)

TAG teacher(s)

Athletic/activities director, coaches, and physical education teachers

**Physical facilities/buildings and grounds staff
(accessibility)**

Media center staff

Final Reports

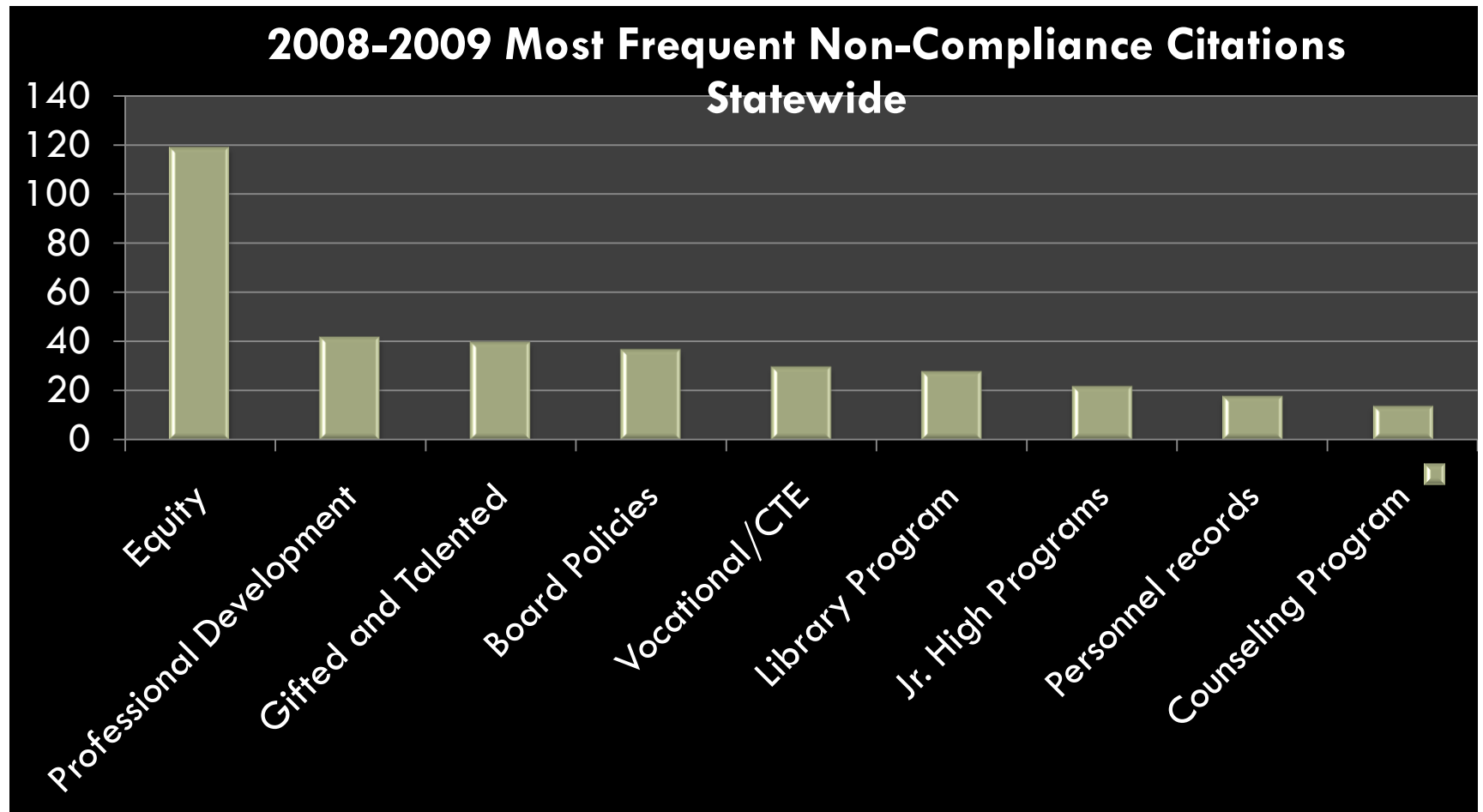


- Reports will include strengths, concerns and recommendations for improvement, and areas of non-compliance
- Draft comprehensive site visit report will be sent to team members and reviewed internally at the DE.
- Draft equity letter of findings is reviewed internally at the Department
- The team leaders will edit the reports and finalize.
- The 2009-2010 comprehensive site visit report will contain a statement of the district's status with federal requirements.

Post Visit

- The LEA will develop two plans of correction addressing any non-compliance issues (One for accreditation and one for equity).
- The School Improvement Consultant will monitor and follow-up with any non-compliance issues.
- The Equity Team Leader will conduct a follow-up visit in the Spring of the following school year.
- Link to survey for schools and districts

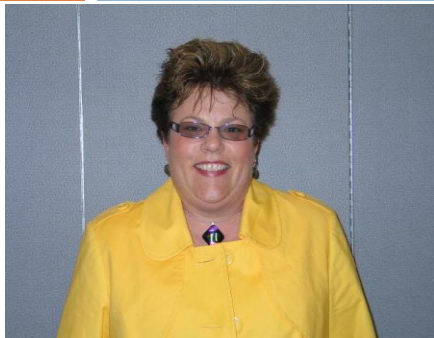
Statewide Snapshot-Non-Compliance



Questions/Answers



Thank You from the School Improvement Team!!



Holly Barnes AEA 1



Wilma Gajdel AEA 267



Lois Irwin AEA 8



Tom Cooley AEA 9



Brandie Gean AEA 10



Julie Melcher AEA 11



Elizabeth Calhoun NW AEA



Denise Mulcahy AEA 13 & 14



Barb Byrd, GP AEA



Tom Andersen, Equity



Del Hoover, Administrator